

Introduction to the 1000 & 2000 Level Module Catalogue

The main body of the Catalogue is presented in Sections relating to the Academic Schools in the University. In addition, there are sections for Interdisciplinary Modules (section 22), English Language Teaching Modules (section 23), Lifelong & Flexible Learning Programme Modules (section 24) and Distance Learning Modules (section 25).

Explanation of Fields in Module Entries

Module number and Title. Self explanatory - module numbers are unique. The third character indicates the module level.

Academic Year. The academic **session** (whether current or planned) in which the module will be offered.

SCOTCAT Credits. Credits are the number of points a specific module contributes towards a recognised degree programme and are grouped according to the **level** of academic content in the module. A student's studies towards a degree will be structured in terms of modules, each of which is assigned a credit value; so, for example, 1000-level modules in the School of Art History are worth 20 credits. One credit represents the outcome achievable by the average student through 10 notional hours of learner effort. In practice, one full-time undergraduate year is considered to be 120 credits worth of learning (or 1,200 notional hours of learning).

SCQF Level. The **Scottish Credit and Qualifications Framework (SCQF)** Levels provide an indication of the complexity of qualifications and learning programmes and are based on a single set of Level Descriptors that are the common reference points and definitions which provide a way of recognising learning that is outcome-based and quality-assured. 1000 level = SCQF 7, 2000 level = SCQF 8, 3000 level = SCQF 9, 4000 level = SCQF 10, 5000 level = SCQF 11.

Semester(s). The Semester or Semesters in which the module is taught, where 'either' means that the module is taught in both one or the other semesters, 'both' means being offered twice, and 'whole year' means that it is taught across the two semesters. The St Andrews teaching year has two semesters (September - December, and January - May).

Availability Restrictions. If a module is available but with constraints, these particular restrictions will be clarified in this field.

Planned Timetable. Most 1000- and 2000-level modules are taught at a set hour, for one hour, although additional tutorial times and practical times may need to be arranged. If days of the week are not specified, the class meets every day from Monday to Friday, with the usual exception of Wednesday afternoons.

Description. This is a brief statement of the content of a module.

Pre-requisite(s). Modules or qualifications which must be passed prior to taking a given module. Second semester modules and 2000-level or above modules may have pre-requisites reflecting the assumption that they build upon previous knowledge gained. So, for example, the pre-requisite for entry to 2000-level modules in French is a pass in either or both of the 1000-level modules. In the case of certain modules, largely 1000 level, pre-requisites may be framed in terms of specified passes at Higher or A-level. The Head of the relevant School has the authority to waive a pre-requisite. Where the pre-requisite is not simply a pass in another module but includes a grade (eg, '11 or better') the number refers to the 20-point reporting scale.

Co-requisite(s). A module which must be taken in the same **semester** or academic session as the one listed.

Anti-requisite(s). Students may **not** take a module if they have already passed or are currently taking any module or other qualification specified as an anti-requisite to it.

Required for. This field indicates that a module is required to be passed as a pre-requisite to entry to another module.

Programme module type. This indicates how the module fits into various programmes of study and whether it is compulsory or optional.

Learning and Teaching Methods and Delivery. This gives an indication of the anticipated **Weekly Contact** time with academic staff and the formal breakdown of **Scheduled Learning/Guided Independent Study** as defined by the Quality Assurance Agency (QAA).

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Weekly Contact. This is an indication of the weekly teaching provision for each student. The normal teaching period will be of one hour unless indicated otherwise. Where the pattern of teaching varies from week to week, **the average weekly contact is given.**

Tutorial. This is a discussion class of typically ten or fewer students.

Seminar. This is typically a group larger than ten students and may also involve student presentations and contributions as well as discussion.

Scheduled Learning. -Time spent with an academic member of staff.

Guided Independent Study. -Time which a student is expected to undertake alone but often under direction.

Assessment pattern. This is a brief description of the distribution between coursework and formal examination. A percentage breakdown of which elements of assessment qualify in each Quality Assurance Agency (QAA) defined category are also given. These may match the narrative description ("As used by St Andrews"), or they may differ slightly because some elements of Coursework (Class Tests for example) can be considered Written Examinations in a QAA context.

Re-Assessment pattern. This is the method by which a module will be re-assessed if it is failed in the main assessment.

Module Co-ordinator. The academic member of staff responsible for this module, or the contact point for further information.

Lecturer(s)/Tutor(s). One or more academic members of staff who are planned to deliver the content of the module.